

### Number of Undergraduate Students: 2,547

[Target faculties: Faculty of Intercultural Studies \* (140 students); Faculty of Letters (115 students); Graduate School of Humanities (50 students); Faculty of Human Development (280 students); Faculty of Law (180 students); Faculty of Economics (270 students); Graduate School of Economics (83 students); School of Business Administration (260 students).]

### 1. Objectives, Specific Image of the Ideal Global Human Resource

In accordance with the spirit of "Integrity, Freedom, and Cooperation" as laid out in Kobe University's Mission Statement, the objective of the Project is to produce "global talents": people with an outstanding ability in foreign languages as well as a high degree of specialized knowledge; who can use these to get to tackle the global problems that confront the contemporary world; who can demonstrate the type of leadership that can identify, diagnose and assess problems; and who will thus contribute to the sustainable development of the international community.

### 2. Summary of the Plan

In light of the educational goals expressed in Kobe University's Educational Charter – "education of the whole person," "education to promote originality," "education to promote international awareness," and "education to promote expertise" – the abovementioned six participating faculties and two graduate schools in the humanities and social sciences will collaborate in a joint educational program aimed at producing "global talents," who possess a profound education, advanced expertise, global perspective, and outstanding communication skills, as well as the kind of leadership described above.

### 1. Internationalization of the Curriculum

In the name of target faculties, marked \* shows representing faculty.

#### (I) Actions aimed at elevating the international viability of our educational program

The Headquarters for the Promotion of Higher Education, College of Liberal Arts and Sciences, School of Languages and Communication, and The Research Institute for Higher Education, all of which are placed under the university-wide management body of the Institute for Promotion of Higher Education, and the Global Education Promotion Committee, which is placed under the Office for the Promotion of Higher Education for the purposes of further promoting global education, will implement the following initiatives of: 1) Enriching course offerings and extending the completion period for students; 2) systematizing the curriculum; 3) introducing a grade point average (GPA) system and strengthening assessments; 4) improving the educational environment to encourage autonomous learning by students; and 5) promoting active learning, thereby strengthening our accreditation system and promoting students' active completion of their coursework.

#### (II) Strategically disseminate information on education in Japan and overseas

With a view toward actively publicizing the concept of "global talent" that lies at the heart of this educational program, we have produced a web site for this project that clearly indicates the abilities that will be acquired by students, and provides updates on grants and scholarships available to support study abroad. We also contribute articles on the actions being taken by Kobe University to various information magazines on global talent development, thereby communicating what we are doing to promote the globalization of Kobe University.

#### (III) Globalize the administrative framework

To improve our administrative team's capacity to respond to the requirements of a globalized society, members are required to undergo an external English proficiency test (TOEIC). We also provide training in foreign languages and training for our international staff in Japan and overseas that will improve their ability to carry out administrative duties, thereby promoting support for Japanese students that choose to study abroad, as well as foreign teaching staff in their activities and endeavors in Japan.

### 2. Efforts to Cultivate Global Human Resources

#### (I) An appreciation and understanding of cultural diversity, and respect for diverse values

With a view toward promoting respect for diverse values and fostering an appreciation and understanding of Japan's culture and those of others, 19 general university education programs have been designated as fiscal 2015 "Global Liberal Studies Programs," thus strengthening education on international awareness.

#### (II) Outstanding communication skills in foreign languages

In the Global English Course (GEC), 250 students selected based on their scores in external English proficiency tests (TOEIC or TOEFL), etc. taken at the time of admission are grouped into small classes according to proficiency level for intensive training by native-speaking English teachers, in order to develop outstanding communication skills in a foreign language.

#### (III) A global educational program that fosters expertise

A total of 75 "Specialized Education for Global Human Resource Development" programs for fiscal 2015 (taught in English and other languages) have been added to the specialized education programs that tap into unique characteristics of each faculty involved, and students from different faculties are also encouraged to join programs offered by other faculties to further develop their expertise.

### 3. Improvement of Foreign Language Competencies

#### (I) Proper assessment in university entrance examinations of foreign language abilities and study-abroad experience gained at the middle and high school stages

Starting from fiscal 2016, the Faculty of Intercultural Studies, the representing faculty of this project, will admit students based on recommendations and TOEFL iBT scores (quota: 10).

#### (II) Effective language instruction and educational frameworks

Starting from fiscal 2012, students of all faculties have taken external English proficiency tests (TOEIC or TOEFL) at the University's expense. Approximately 83% of students who entered the University in fiscal 2014 took the tests. As a part of the abovementioned GEC, overseas short-term English training programs are offered to students in the PSA class, a course specifically designed to prepare students for studying abroad. In fiscal 2014, a total of 69 students were sent to New Zealand and Australia.

### 4. Faculty Development for Global Education

#### (I) Globalize the pedagogical framework

Participating faculties and the School of Languages and Communication actively employ teaching staff with extensive teaching experience at overseas universities or experience in teaching classes in foreign languages at universities in Japan, as well as non-Japanese teaching staff, and assign them to full-time teaching staff and part-time instructor positions in an effort to globalize the pedagogical framework.

#### (II) Actions to improve global education

Teaching staff at participating faculties are sent abroad to give lectures in foreign languages at universities outside Japan, thus practicing teaching in a global education context at overseas educational institutions. In order to help teaching staff to improve their global education skills, lecturers are invited from overseas partner universities to hold lectures in foreign languages and faculty development workshops.

### 5. Support System to Promote Study Abroad

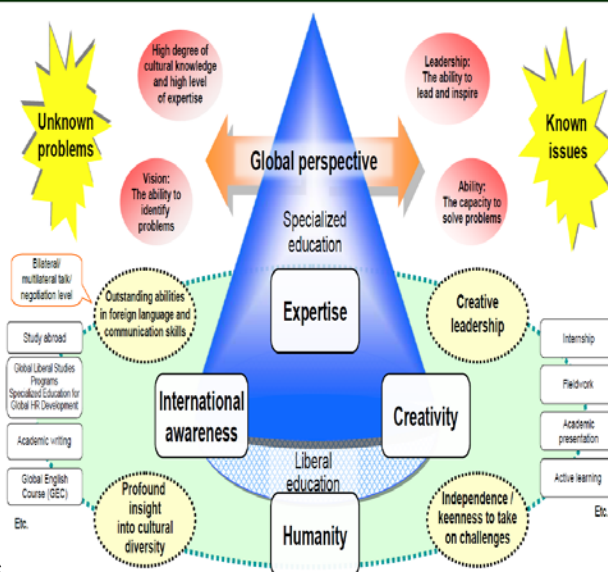
#### (I) Action to support and promote interest in study abroad

From fiscal 2014, credits gained at non-partner universities during overseas study programs will be recognized, in order to enhance an educational environment in which students find it worthwhile to study abroad.

#### (II) Information and assistance for students while they study abroad and after their return to Japan

The Overseas Internship Committee, which was established in fiscal 2014, plans and conducts short-term programs that allow both students studying at Kobe University and students studying abroad to gain internship experience, through cooperation from Kobe University's overseas alumni associations. In fiscal 2014, programs were offered in Thailand, Laos, Myanmar, and Poland. When they return home, the students meet and share information with their peers who have not yet studied abroad at social events.

### Competencies "Global Leaders" Should Have to Identify/Assess Problems



Internship at Children's Culture Center in Laos

## Specific Competencies for Graduates

1. A high degree of cultural knowledge and a high level of expertise

Fundamental competency enabling the student to demonstrate leadership, to identify important problems that affect the world on a global scale, and to make decisions that lead to their solution.

2. Vision: the ability to identify problems

The ability to discern the views and needs of others even when they are not voiced, to recognize where unforeseen problems and issues may lie, and to speak in public and be persuasive and convincing.

3. Ability: the capacity to solve problems

The ability to plan and to execute, not only to draw up creative proposals, but to see them through to completion, dealing flexibly with unforeseen changes and obstacles.

4. Leadership: the ability to lead and inspire

A capacity to lead in keeping with the philosophy expounded in the Kobe University Charter on Education, which emphasizes individuality and diversity while respecting the independence and autonomy of each student.

## Indicative Outputs of the Project

Total		results				planned	
		2011	2012	2013	2014	2015	2016
Number of students who meet requirements for foreign language proficiency				152	160	177	193
Of the above, Number of students not to study abroad (A)				143	110	74	77
Number of students studying abroad (B)		73	57	75	151	150	152
Number of graduates (C)		1,311	1,308	1,329	1,390	1,315	1,315
Ratio ((A+B)/C)				16.4%	18.8%	17.0%	17.4%
Faculty of Letters	Requirement for Foreign Language Proficiency	TOEIC 760 or TOEFL-iBT 80		29 (28)	14 (3)	18 (10)	23 (12)
	Number of Students Studying Abroad	1	2	1	8	10	12
	Number of graduates	115	117	131	113	115	115
Faculty of Intercultural Studies	Requirement for Foreign Language Proficiency	TOEIC 760 or TOEFL-iBT 80		32 (32)	38 (21)	45 (10)	50 (10)
	Number of Students Studying Abroad	53	31	41	67	75	75
	Number of graduates	147	132	139	162	140	140
Faculty of Human Development	Requirement for Foreign Language Proficiency	TOEIC 760 or TOEFL-iBT 80		15 (13)	13 (12)	25 (15)	30 (15)
	Number of Students Studying Abroad	0	3	2	12	15	15
	Number of graduates	290	286	301	294	290	290
Faculty of Law	Requirement for Foreign Language Proficiency	TOEIC 760		18 (18)	26 (20)	18 (14)	18 (14)
	Number of Students Studying Abroad	3	5	5	7	4	4
	Number of graduates	193	236	206	221	200	200
Faculty of Economics	Requirement for Foreign Language Proficiency	TOEIC 760		16 (15)	7 (4)	37 (6)	37 (6)
	Number of Students Studying Abroad	11	8	18	41	31	31
	Number of graduates	298	279	287	307	290	290
School of Business Administration	Requirement for Foreign Language Proficiency	TOEIC 760 or TOEFL-iBT 80		42 (37)	62 (50)	34 (19)	35 (20)
	Number of Students Studying Abroad	5	8	8	16	15	15
	Number of graduates	268	258	265	293	280	280

Note:

\*1 The number in "( )" indicates "Number of students not to study abroad with credit recognition or credit transfer" out of "Number of students who meet requirements for foreign language proficiency".

\*2 "Number of students studying abroad" excludes the number of students studying abroad without credit recognition or credit transfer.